

Job Description and Person Specification

Lead Teacher at the Key

Job Details	
Grade	UPS + TLR2a SEN point depending on experience
Service	Send Support service, SEMH&L
Location	The Keys and educational settings throughout the city
Job Evaluation Code	

Coventry City Council Values
We expect everyone who works for us to be committed to our One Coventry values and to share our commitment to becoming a more diverse and inclusive organisation: Open and fair: We are open, fair and transparent. Nurture and develop: We encourage a culture where everyone is supported to do and be the best they can be. Engage and empower: We engage with our residents and empower our employees to enable them to do the right thing. Create and innovate: We embrace new ways of working to continuously improve the services we offer. Own and be accountable: We work together to make the right decisions and deliver the best services for our residents. Value and respect: We put diversity and inclusion at the heart of all we do.

Job Purpose
Leading and developing provision for pupils with Social, Emotional and Mental Health (SEMH) needs, ensuring that all learners receive effective support to overcome barriers to learning. Identifying and responding to individual needs, improving emotional wellbeing, achieving positive outcomes, and supporting pupils to successfully reintegrate into their mainstream school. Working closely with schools, families and partner agencies, you will support pupils through tailored interventions, provide expert guidance, and model effective strategies that promote positive outcomes. Through collaborative working, you will help pupils overcome barriers to learning, build resilience, and reach their full potential. Providing strategic leadership, creating and promoting a nurturing environment, direct intervention, staff training under the guidance of the Intervention Manager.

Key Responsibilities and Accountabilities	
Managing the day to day operation of a setting.	
Ensuring curriculum planning meets the needs of all pupils – learning and wellbeing.	
Providing a structured, nurturing environment.	
Developing, modelling and promoting effective strategies to support learning, behaviour and wellbeing.	
Leading by example, ensuring implementation and monitoring of good practice, using trauma-informed and restorative strategies.	
Analysing and maintaining appropriate records and provide reports as required.	
Undertaking key tasks to develop practice and procedures within the primary Key Stage provision through agreement with the line manager.	
Attending and participating in relevant meetings and reviews as required.	
Supporting pupils, schools, parents/carers in the process of integration/reintegration.	
Maintaining and developing close liaison and working practices with key personnel in school, parents/carers, and other agencies, stakeholders and services within the Local Authority and Health.	
Attending in-service training as is required to maintain an up to date knowledge of professional initiatives.	

Key Relationships			
External:	Police Parents / Carers Family Hubs Medical professionals / Health Children and young people Schools and other educational settings Other Local Authorities	Internal:	Children and Family Initial Response Service Social Care Early Help Wider SEND support Virtual School SEND services

Standard Information

Post holders will be accountable for

- carrying out all duties and responsibilities with due regard to Code of Conduct, Safeguarding, Health & Safety and the City Council's Workforce Diversity and Inclusion Policies. Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.
- attending any training and undertake any development activities that are identified as mandatory/beneficial to their role.
- any other duties and responsibilities within the range of the salary grade.

Responsible for

Specialist Teaching Assistants

Person Specification

Requirements

Knowledge	Understanding of SEMH needs and their impact on learning
Knowledge	Awareness of a range of strategies and interventions associated with successful planning for pupils with social, emotional and mental health difficulties
Knowledge	Awareness of recent national and local guidelines and legislation, including SEND Code of Practice and safeguarding requirements
Knowledge	Knowledge of the primary curriculum and the range of strategies for the differentiation of the curriculum for pupils with a range of special needs, in particular understand trauma-informed and restorative approaches
Knowledge	Knowledge of test and assessment materials and observation techniques which can be used to assess the progress of pupils with SEN
Knowledge	Knowledge on how to evaluate the impact of approaches and interventions for pupils with special needs and ability to offer advice to others
Knowledge	Knowledge of strategies that promote inclusion, including positive behaviour and emotional regulation strategies

Knowledge	Awareness of child protection and safeguarding policies, protocols and procedures
Knowledge	Awareness of, and sympathetic and proactive approach towards, the difficulties likely to face children with social, emotional and mental health difficulties
Skills And Ability	Evidence of excellent classroom practice
Skills And Ability	Ability to work co-operatively and supportively within a whole school context
Skills And Ability	Considerable inter-personal skills to establish positive relationships with pupils, parents/carers, schools and colleagues in the Service
Skills And Ability	Ability to be proactive and innovative in leading and managing the work of staff in the setting
Skills And Ability	Ability to advise on programmes of support for pupils
Skills And Ability	Ability to coach staff and lead by example
Skills And Ability	Ability to prioritise and respond positively to potentially stressful and challenging situations, supporting children, staff and parents/carers
Skills And Ability	Ability to participate in meetings as well as lead meetings involving parents/carers, teachers and other professionals as required
Skills And Ability	Ability to write simply and clearly so that it communicates effectively with a range of readers
Skills And Ability	Experience of using data to support planning
Experience	Significant classroom experience across the primary age range
Experience	Experience of planning and delivering programmes for pupils with SEMH needs.
Experience	Leadership experience within a primary school setting is desirable
Qualification	Qualified teacher status.
Special Requirements	This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS).

Disclosure and Barring Service (DBS)

Does the role require a DBS check?

[Find out which DBS check is right for your employee - GOV.UK](https://www.gov.uk/guidance/what-kind-of-dbs-check-do-you-need)

And if so, which type?

Basic Check

☐

Standard Check

☐

Enhanced Check

☐

Enhanced + barred list
check ☒

Declaration

Reviewed/created
by:

Dawn Neale

Job Title:

Key Intervention Manager

Date:

September 2026